Course Syllabus
Introduction to School Finance, EDUC 6306
KL1P—(2000)—Spring, 2018—Online
The University of St. Thomas, Houston, Texas

Instructor: Dr. Jim LeBuffe   email: lebuffj@sttthom.edu   text/cell: 832-766-8165

Program Information, School of Education: Grades, tuition, records, schedules, etc; 713-525-3419 (office in Malloy Hall).

General Course Description: This course develops understanding of how Texas public schools are funded and how a campus administrator manages a campus budget. The importance of equitable funding in meeting the social justice tenet that all children have a right to education is also stressed. Activities will include analyzing a current campus budget, understanding steps in developing a campus budget, analyzing a school district’s sources of revenue, and interviewing an educational leader about school finance.

Professional Standards of Behavior for Students and Faculty, Social Justice Teachings: As educators, the basic tenets of social justice should play a pivotal role in decision making strategies employed in public, private and all Catholic schools. The UST School of Education programs are particularly informed by the three selected social justice teachings of subsidiarity, the dignity and rights of children, and the right of all people to an education.

Blackboard: Student internet access is essential since Blackboard will be used throughout the course.

Email: Students need to use University of St Thomas email for the course and check it frequently. University of St. Thomas emails can be directed to your personal email account through Webmail, options, settings, and message forwarding. Online assignments will be due by 11:59 pm of the day listed.

Late work/late to class: Late work usually results in penalties. Email or text the instructor in advance if you are encountering difficulties that will cause late submission of work or you to be late for class.

Submission of work. Bring paper copies of assignments to class please. Be sure that your name and the date are on each submission.

Technical Help: UST IT Services Support Desk: 713-525-6900
Blackboard help: Call above number and ask for Blackboard
Major Course Objectives:

State/National/ Professional Association Standards Guiding Course:

The learning objectives for EDUC 6306 are guided by the TExES Standards for the Principal Certificate and by the Teacher Accreditation Council (TEAC). TEAC quality principles are compatible with the six standards of the Interstate School Leaders Licensure Consortium (ISLLC).

The domain and competencies that strongly relate to this course are:

Domain V-Strategic Operations (Alignment and Resource Allocation)

Competency 009: The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that supports teacher effectiveness and positive student outcomes.

C. Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning.

Competency 010: The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

*Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment.

*Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation.)

*Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants.

Major Learning Outcomes for this course are:

a) Understand and how public schools are funded in the Texas and the United States.

b) Understand how a school administrator stays current with school finance changes.

c) Describe what equitable school financing looks like on a campus and what values and beliefs drive equitable school finding so that all students, regardless of their socio-economic background, receive the education they need.

d) Investigate how a principal determines current campus resources and determines what to request for the next year’s campus budget in line with campus needs and goals.

e) Describe zero-based budgeting, site-based and centralized budgets. Compare and contrast each kind of budgeting.
f) Assess the role, level of funding provided, and interest of the federal government in public education and on a particular campus in Texas.
g) Assess the financing of school facilities, including maintenance and new construction.
h) Identify the most common errors in campus finance administration and be aware of strategies to avoid them.

Textbooks


Recommended: Vornberg, J.A. *Texas Public School Organization and Administration: 2016 Fifteenth Edition*

Other Readings

Other readings are assigned and/or posted in Blackboard. Students are responsible for all readings; questions from readings may appear on tests.

Graded Activities

A final exam and a midterm will be given. A variety of papers, readings, discussion boards, interviews, other tests and other activities may be assigned by the instructor and will tie into course learning outcomes.

GRADING

Papers will be assigned throughout the course and are due each week, except for the first. Penalties are usually assessed for late work.

Criteria for Grading Written Work:

- Does the assignment; follows directions; answers the question.
- Presents response in a clear and logical manner.
- Makes pertinent references to texts and other readings.
- Gives evidence of ability to synthesize information from various sources to support the response.
- Shows ability to apply theory to practical situations.
- Uses elements of form such as grammar, spelling, sentence structure, and punctuation correctly.
- Is on time.
Grading:

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<th>Points</th>
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<td>Four Discussion Boards @ 4 points each</td>
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<td>Five Short Papers @ 5 points each</td>
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<td>Three Longer Papers at 10 points each</td>
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<td>Midterm</td>
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<td>Final</td>
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Student Learner Expectations:

**Participation**—Students will be expected to complete all readings, interviews, discussion boards, papers and other assigned activities.

**Writing Quality**—Writing skills are expected to be on a graduate school level.

**Student disability**—If you have a documented disability that may impact your performance in this class, please contact the Instructor to discuss your needs by the second week of this course. You will need to register with the Counseling and Disability Services Office in Crocker Center at UST to receive special modifications or considerations. The Office of Counseling and Disability Services is located in Crocker Center and can be reached at 713-525-6953 or 713-525-3162.

**Academic Integrity/Plagiarism**—The university system is based on a respect of intellectual property. Citing sources of information used in one’s work and total reliance on personal ability in individual assessments are fundamentals in scholarly behavior. Breaches in academic integrity will be documented and reported to the Dean of the School of Education. Students will be informed of this action and may submit a written response to the charge. The instructor has the right to fail the student for the specific project or for the entire course. Take note that The University of St. Thomas has sophisticated software that can identify plagiarized work.

**Blackboard Tips:**
- Please check Announcements in Blackboard frequently.
- Refer to the syllabus and calendar found within it often.
- Much important information is found in Course Information and/or Course Documents in Blackboard. Please review them.
- The Grading Center feature of Blackboard can keep you up to date on your progress.
- Check your papers for feedback from the instructor.
Calendar

Thursday, January 18, 2018  Course begins

Sunday, January 28, 11:59 PM  Module 1: Short Paper 1 on TASBO is due
Sunday, February 4, 11:59 pm  Module 2: Discussion Board (DB) 1 on taxes is due
Sunday, February 11, 11:59 PM  Module 3: Short Paper 2 on District Budget is due
Sunday, February 18, 11:59 PM  Module 4: Short Paper 3 on Campus TAPR is due
Sunday, February 25, 11:59 PM  Module 5: Short Paper 4 on Three Types of Budgets is due

Sunday, March 4, 11:59 PM  Module 6: Midterm is due
Sunday, March 11, 11:59 pm  Module 7: Short Paper 5 on Budget Codes is due
Sunday, March 18  NO WORK DUE—SPRING BREAK
Sunday, March 25, 11:59 PM  Module 8: Long Paper 1 on Campus Staff is due
Sunday, April 1, 11:59 PM  Module 9: DB 2 on Campus Needs Assessment is due
Sunday, April 8, 11:59 PM  Module 10: DB 3 on school facilities is due
Sunday, April 15, 11:59 PM  Module 11: Long Paper 2 on Campus Resources is due
Sunday, April 22, 11:59 PM  Module 12: Long Paper 3 on Determining Next Year’s Campus Needs is due
Sunday, April 29, 11:59 PM  Module 13: DB 4 on Student Activity Funds is due
Saturday, May 5, 11:59 PM  Module 14: Final is due